



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Fiscal Year 2022, 2023 and 2024 (FY22) (FY22-23-24)

High-Impact Tutoring (HIT) Grants for Tutoring Programming, Strategic Program Supports, and
Program Evaluation Services

Frequently Asked Questions (FAQs) and Answers from Application Webinars

Please note: OSSE received more questions than we were able to answer in this version of the FAQs. We will answer the remaining questions in the second round of FAQs on Monday, Feb. 14, 2022. Please send questions to charlotte.nugent1@dc.gov.

A. Eligibility

A1. Q: Our company has been in business and working with students from underserved communities since the beginning of 2018. However, most of that tutoring was through 1:1 tutoring with private families. We did not begin work with schools and nonprofits until the summer of 2019 and we're currently partnered with a school in DC providing tutoring services. Would our work with families in LOCATION still be considered and allow us to meet that 3-year criterion?

A: For the Scaling High-Impact Tutoring Programming and Planning and Launch Grant award types, an eligible applicant must have at least three (3) years of experience with both successful tutoring programming and with the target population described in Section 1.8 of the RFA. These two sets of qualifications need not overlap each other directly. Please ensure that your application narrative clearly describes your minimum of three years of experience in **both areas** by: 1) describing a clear history of success for at least 3 years with tutoring programming; **and also**, 2) describing a clear history of success for at least 3 years serving students in the target population. To demonstrate that you have at least three years of experience in each area, you would need to demonstrate you have been doing each since March 2019 or earlier.

A2. Q: We are a current or former OSSE or DC government grantee. Are we eligible to apply?

A: An organization's status as a current or former OSSE or DC government grantee has no impact on award eligibility. Though, OSSE may take into account prior grant performance in determining final grant awards. Please review the RFA carefully to ensure that you are eligible for the terms of this grant. Further, if an applicant is a current OSSE grantee, per the RFA, the applicant may not propose to fund with this grant the same portion of programming that is already funded by other OSSE, District of Columbia, or federal grants. Applicants should be careful to construct their proposed grant budget so that there is no overlap with any portions of projects already funded by OSSE, the District government, or federal sources.

A3. Q: For the Strategic Program Support award type, does the 5 years of experience have to come from direct work with students in the District or elsewhere serving similar target program populations?

A: For the Strategic Program Support award type, applicants must have at least five (5) years of experience delivering supports and programming that serve students in the target student population described in Section 1.8 in the District itself. Please see page 9 of the RFA for this requirement. Additionally, the relevant experience need not be work directly with students, e.g. tutoring itself or other student-facing programs, but could be work with schools or organizations that support students in

the target student population in the District, e.g., professional development for teachers or consulting for a school district.

A4. Q: For the past four years, my partner and I have owned and operated a highly effective, evidence-based for-profit tutoring franchise that we believe meet the criteria to be competitive for the grant. We have also started a non-profit with the sole mission of providing this tutoring model along with needed supports to students and communities that would otherwise not be able to access them. We would like to apply for this grant through our non-profit organization, but use the tutoring model, materials, programming, etc. of the for-profit tutoring service. Based on the above scenario, is the non-profit eligible to apply?

A: To be eligible to apply for this grant, the applying organization must meet the criteria on its own; it cannot meet eligibility criteria “through” another organization, entity, or person. So, the non-profit organization must be able to demonstrate that it has at least 3 years of demonstrated success with tutoring, as well as working with the target population, to be eligible. To demonstrate that the nonprofit has at least three years of experience in each area, you would need to demonstrate the nonprofit has demonstrated success with tutoring since March 2019 or earlier, as well as working with the target population since March 2019 or earlier.

A5. Q: For the launch grant, if the organization applying is relatively new, is the creator/founder behind the organization providing a demonstrated history of success providing tutoring programming prior to the creation of the organization sufficient in meeting that eligibility criteria (as the organization has not been in existence for three years)?

A: No. To be eligible to apply for this grant, the applying organization must meet the criteria on its own; it cannot meet eligibility criteria “through” another organization, entity, or person.

B. Program Model

B1. Q: What are the criteria for tutors?

A: Please see pages 13-14 of the RFA for the criteria for tutors.

B2. Q: Is OSSE accepting proposals from virtual-only tutoring providers?

A: No. Proposals must include at least 51 percent of funded programming that takes place in person, with the tutor and student at the same location. Please see section 1.7, page 13 of the RFA for details.

B3. Q: Could a hybrid model of instruction be proposed? For example, students are online with their tutors but there is a live person monitoring them.

A: The RFA requires that the majority of eligible applicants’ programming must be provided in person. For the purposes of this grant, OSSE would consider the model described to be virtual/remote tutoring as the tutor and student are not in the same location. For this grant competition, OSSE will not accept proposals for 100 percent virtual/remote tutoring. Proposals must include at least 51 percent of funded programming that takes place in person, with the tutor and student at the same location. Please see section 1.7, page 13 of the RFA for details.

B4. Q: Could other activities be included in the program? Such as reflection time, additional skill building, homework help, snack, etc.

A: Please see below for answers on the different parts of this question as they relate to the Scaling High-Impact Tutoring Programming and Planning and Launch Grant award types.

- **Homework help:** While OSSE is working with the DC Public Library to expand access to their high-quality, on-demand tutoring and homework support, OSSE will not fund proposals that include “homework help” or study hall components under this grant. Please see section 1.4 of the RFA for details.
- **Snacks and meals:** OSSE will not fund snacks as part of this grant competition. Consistent with federal cost principles, if an applicant wishes to include a meal as part of the proposed budget, there will be a high bar to prove that the purchase of food is necessary for the administration of this program. Grantees may expend non-grant funds to purchase snacks and meals for students.
- **Reflection time and skill building:** To be funded, organizations must propose projects with at least 90 minutes per week of HIT programming (60 minutes for students in kindergarten or first grade) for a minimum of at least two (2) times a week. This 60 or 90 minutes must be entirely composed of high-impact tutoring. If an organization proposes a program that goes beyond the 60 or 90-minute weekly minimums, it should be a structured program with clear outcomes and followed with fidelity, rather than a set of unrelated activities. Please see OSSE’s high-impact tutoring standards on page 3 of OSSE’s [high-impact tutoring guide](#) for more information about OSSE’s definition of high-impact tutoring, as well as sections 1.5 through 1.9 of the RFA, for the requirements programming must meet.

B5. Q: How much program expansion would count for the Scaling grant? For example, if you already serve 900 students, would you need to serve 100 more students to be eligible? Or 50? Or is there a limit to the minimum extra students you need to serve to be considered “scaling” (assuming you are already over 150)?

A: As stated in the RFA at page 6, “scaling” means expanding an existing tutoring program with evidence of success to more students. There is no minimum number of additional students an organization must add to meet the requirements for the Scaling award type. Organizations applying for this award type should provide a clear explanation of how the additional students represent a significant expansion for their program. Additionally, for applicants proposing to serve fewer than 300 students initially, applicants applying for a Scaling award type must propose a plan to serve at least 150 students initially, as well as a clear plan to reach 300 or more students over the timeline of the grant. Please see page 6, page 11, and all of section 1.6 of the RFA for details.

B6. Q: What is the minimum number of students you need to add if you are expanding if you are already over 150 students served?

A: Please see the response to question B5 above.

B7. Q: Due to some school’s sizes, what happens if 150 students are not available?

A: There is no minimum requirement for the number of students an organization must serve per school. Applicants applying for a Scaling award type should present a clear plan to serve 3 or more school and/or non-school sites, with at least 150 students initially, and a clear plan to reach 300 or more students over the timeline of the grant. If a grantee fails to serve 300 students, OSSE may consider this to be a violation of the grant’s terms and conditions and impose corrective action or enforcement actions as necessary. Please see page 6 and section 1.6 of the RFA for details.

B8. Q: Can HIT be offered during summer break?

A: Yes! We welcome applications from organizations planning to offer summer HIT programming.

B9. Q: Our program is located onsite at apartment complexes and serves students who reside there. We partner with the local feeder schools. Must we serve all students (say 3rd graders) at the school, or can we limit to children in at the targeted housing communities?

A: Yes, applicants may limit programming to students who reside in a particular location where the tutoring is being offered. However, applicants should ensure that the target population meets the requirements described in section 1.8 of the RFA, including a clear plan to recruit and enroll students who attend schools in which at least 50% of students are at risk, and that no student is turned away from enrolling because of disability status or status as an English learner (EL), or any other class protected by District or Federal law.

B10. What is the rationale for requiring students to receive a minimum of 10 weeks of high-impact tutoring programming?

A: Research generally shows that the more programming a student receives, the better his or her outcomes with high-impact tutoring. Please see section 1.7 of the RFA for more details.

B11. I see that the minimum programming length for an organization is 25 weeks in the school year. Can this be split up across the school year, for example, in the fall and spring semesters, or must it be continuous?

A: Yes, the 25 weeks of programming may be split up across the school year, especially to accommodate scheduled school breaks.

B12. Can the schools or OSSE allow students to receive a letter grade for participation in high-impact tutoring?

A: OSSE discourages the practice of giving letter grades for HIT programming. The purpose of HIT is not to meet promotion or graduation requirements, but to serve as an accompaniment to grade level instruction. To engage students in HIT, schools can create other incentives or celebrations to recognize student participation that do not involve letter grades.

C. Partnerships

C1. Q: What criteria did OSSE use to identify "priority schools" for purposes of this grant?

A: For purposes of this grant, "priority schools" are those K-12 schools in the District in which at least 70% of students are at-risk, and/or are labeled as [Comprehensive Support and Improvement \(CSI\) school](#).^{*} The list of these schools can be found on OSSE's [HIT website](#). This includes Cardozo Education Campus, Eliot-Hine Middle School, and Langley Elementary School, which are CSI schools but have fewer than 70% at-risk students.

C2. Are subgrantees allowed for this award? What about subcontractors?

A: Subgrantees are not permitted in this grant competition. However, subcontractors are permitted. Organizations planning to use subcontractors should provide a clear explanation for and rationale for using subcontractors in their application materials.

D. Grant Application, Priorities, and Scoring Rubric

D1. Q: Does the grant provide preference for Certified Business Enterprises (CBEs), certified Minority Business Enterprises (MBEs) or certified Small Business Enterprises (SBEs)?

A: No, the grant does not give preference to CBEs, MBEs or SBEs. Please see pages 43-55 of the RFA for details on the grant scoring rubric.

E. Budget and Funding

E1. Q: May an organization include expenses in the proposed grant budget from staff members on a central team at the organization that provides services for multiple sites or locations, including sites or locations not funded by this grant?

A: Yes. An organization may charge central team salaries as direct costs to the grant if those costs can be identified specifically with the Federal award or otherwise directly assigned to such activities relatively easily with a high degree of accuracy. Please see 2 CFR 200.413 for more information on charging costs as direct costs. Further, all costs charged to the award must provide an allocable benefit to the award in accordance with the relative benefits received. 2 CFR 200.405(a). To demonstrate allocability, organizations must maintain time and effort documentation in accordance with 2 CFR 200.430(i) and their own time and effort policy. For example, if a central team supports five sites, and the organization places 20% of a staff member's salary in the proposed grant budget, the organization must be able to produce documentation, when requested, demonstrating that the staff member indeed spent 20% of his/her time on the grant. It would not be sufficient to simply state that the team supports five sites, and thus each staff member's salary is billed at 20%, without maintaining documentation to support structuring the budget in this way.

E2. Q: Can funding cover any activities that take place prior to the anticipated award date?

A: No. Budget proposals should only cover activities from the date of award (approximately May 16, 2022) through September 30, 2024.

E3. Q: I know the funding is multi-year (28 months), but it is necessary to apply for the continuation of funds at the end of Year 1, correct? is there a second continuation of funds as well?

A: Yes. Awardees will be awarded funds through September 30, 2024 via the initial award in May 2022, but to obtain the funds, must complete an application for a continuation award for both FY23 and FY24. Those applications will likely be available in October 2022 and October 2023, respectively.

F. Online Application and the Enterprise Grants Management System (EGMS)

F1. Q: Where should I go if I have questions about EGMS?

A: Potential applicants may contact the EGMS help desk by calling (202) 719-6500 or emailing osse.callcenter@dc.gov. There is also a recorded [EGMS training](#) on OSSE's website.

G. Competition Timeline and Details

G1. Q: Is the next grant cohort planned for next year or is it still to be determined?

A: While OSSE does hope to offer another cohort of this grant, the timeline is still to be determined.

G2. Q: Can an organization that is not planning to present during the School Connection Webinar on February 8 still attend the webinar?

A: Yes, any organization is welcome to attend. Please register for the webinar on our [HIT web site](#).